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Understanding People and Slow Motion Disasters

April 5, 2005 8:00 am – 11:00 am

Introductions

I. Understanding Slow Motion Disasters

Characteristics of Disasters

Phases of Disaster

II. Psychological Responses

Initial Reactions

Long Term Struggles

Complex Processes and Multiple Timelines

Stretch Break

III. Video: Emotions of Disaster

IV. Sources of Stress

Primary Stressors

Secondary Stressors

V. Break Out Sessions: Responding to People in SMTD

VI. Key Events that are Difficult for People

April 5 Workshop

Agenda

Slides

Evaluations

FOR SITE FILE

If you have further questions, or would like more information on this topic, you can contact:

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Laura Sedler, B.S.W. St. John's Community Outreach 293-0183

PHASES OF DISASTER: COMPARISON OF DIFFERENT TYPES OF DISASTERS

Phases of Disaster	Definition	Natural Disaster & Event Based Disasters	SMTD	The Libby Experience
Warning of threat phase	Warning varies by type of disaster.	There may or may not be a warning depending on the type of disaster.	There is no warning as often no one is aware it is occurring.	Toxic exposure occurred for many decades before the danger was revealed
Impact Phase	This is the "heart" of the disaster, when the damage is being done and people are trying to maintain, cope, and minimize damage.	This is a short-term period when the physical destruction and loss occurs. It is usually very visible to all that are involved.	The impact phase is often very long and frequently goes undetected by the majority of the community.	The exposure occurred for 75 years, and only certain families who experienced serious illnesses and the death of various family members were aware of the negative impacts of the exposure.
Rescue or Heroic Phase	This is when the therapeutic community develops. Energy, and excitement levels are high as people work together to try and minimize the damages.	The community will pull together and a great sense of connectedness and teamwork develops to save lives and tangible items/resources.	<u>Not really present.</u> Often opposing factions develop in efforts to define the problem and what type of remedial action does or does not need to be taken.	In 1999, when the disaster was completely exposed, the community became intensely divided on various issues related to the disaster.
Remedy or Honeymoon Phase	Shared feelings of a common purpose and mutual support are experienced. Those involved foresee an early return to "normal".	People feel empowered and connected with one another. There is hope for the future, as they plan to return to "normal"	<u>Not really present.</u> People feel alone, divided, and frustrated. They are not hopeful for the future at this point as they lack control and cannot envision a return to "normal".	Community division remains. The long term past, present, and future impacts; plus individual community members having little control over the situation or the response; does not allow for much hope for the future to be visible at the current time.

PHASES OF DISASTER: COMPARISON OF DIFFERENT TYPES OF DISASTERS
(Continued)

Phases of Disaster	Definition	Natural Disaster & Event Based Disasters	SMTD	The Libby Experience
Inventory Phase	Focused on the details of the event, what occurred, what was lost, etc.	People take stock of the losses that occurred and determine what will be needed to return life to normal.	People come to understand what the impacts of the disaster have been and what impacts will be seen in the future. People can feel overwhelmed about what the future may be like.	The community learned about the past, current, and future impacts of asbestos exposure for individuals, families and the community. Plus multiple secondary stressors also emerged
Disillusionment Phase	A troubled outlook develops, as the person feels alone with unmet needs & problems continuing.	This occurs several months later or even after a year or more as the person continues to try to rebuild their life and encounter unanticipated difficulties along the way.	This phase is quite similar to event-based disasters, however it last much longer, possibly for many years or a lifetime.	As people realized that they would have chronic and potentially fatal diseases, a search for long-term medical care became an overwhelming primary concern without an easy solution.
Recovery Phase	Disaster survivors take the lead in continuing to rebuild their lives separately, on all fronts that were impacted by the disaster.	People begin to utilize their independent skills and resources to address all of their needs to return to "normal."	<u>Not really present</u> Recovery can be difficult to define in such a pervasive disaster. People often cannot return to "normal".	Recovery for Libby is difficult to define. Recovery can be defined as when the community is cleaned up and long-term health care is provided. However, even then the people will still have to deal with serious illnesses and the loss of life.

UNDERSTANDING PEOPLE AND SLOW MOTION TECHNOLOGICAL DISASTERS

By Tania Hernandez, M.S.W. and Laura Sedor, B.S.W.



This manuscript was developed with funding support from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services (HHS). The content in this manual does not necessarily represent the views, policies, or opinions of HHS, SAMHSA, or its Centers.

Purpose and Overview of Training

- ◆ This training has been set up to broaden our understanding of how people in Ubby are responding to a Slow Motion Technological Disasters (SMTD). Because they are experienced quite differently than other types of disasters, SMTDs—with their unique characteristics and consequences—offer distinct challenges to those who are working for the community in clean up efforts. We'll explore together how this disaster has affected people's lives, and their responses to your efforts, and how you can best help them understand your role in the community.



Important Terms to Consider

- ◆ **Technological Disaster**—Results from a failure of technology
- ◆ **Human Causation**—Encompasses deliberate or accidental error, malfunctioning equipment and safeguards, poor decision making, intentional deception or "looking the other way," and carelessness or other human failings
- ◆ **Natural Disaster**—Caused by forces beyond human control
- ◆ **Responsible Party**—A corporate or business entity, a government agency or an individual who is found to be—or is widely perceived to be responsible for the technological disaster



Two Types of Technological Disaster

- ❖ **Sudden Onset TD**—Onset is event focused and occurs suddenly, such as with an oil spill or radiation leak. The response is more likely to be similar to an event focused natural disaster.
- ❖ **Slow Motion TD**—Onset is diluted and marked by varying degrees of awareness of problem, denial of problem and/or impacts, and conflicting information over time.

Most clean up workers are most familiar with sudden onset disasters



Features of the Course of a Disaster

- > Warning time
 - > Length of onset
 - > Length of the disaster
 - > Length/degree of the recovery
- How would these features vary in different types of disaster on-set and causation?



Visible or Invisible Destruction

- ❖ As opposed to the vivid images we are used to seeing associated with natural disasters, a key characteristic of technological disasters is that they are often invisible.
- ❖ Technological disasters cannot generally be perceived by any of the five senses: sight, touch, sound, smell, or taste.
- ❖ Often, the only evidence that a disaster is occurring is information from some source that it has occurred.
- ❖ *Information becomes the primary stressor* for individuals, families, and the community as the attempt is made to regain control by defining what is actually occurring.



Scope of Individual Trauma

The scope of individual trauma includes *how many* individuals and families have been impacted, and to *what extent* they have been impacted.

It is important to look at the total picture of disaster impacts:

- > Stress of meeting basic needs (housing, food, etc.)
- > Economic losses to individuals and communities
- > Threats to physical health
- > Emotional or psychological distress
- > Stresses on relationships



Scope of Collective Trauma

One component of the scope of damage is the extent to which community structures—such as schools, hospitals, and fire departments—are required to utilize, and stretch, their existing resources to respond to an overwhelming situation.

Another component of the collective trauma is how inter-relationships within the community are affected.

Libby's community was affected in a number of ways by the breaking news of the disaster in 2000.



Level of Continued Threat

Any continued threat—or perception of continued threat—from the disaster heightens the distress level. A continued threat can consist of:

- ◆ A measurable, immediate/future danger
 - > Such as an aftershock with earthquakes or future radiation exposure from a damaged nuclear energy plant.
- ◆ A lingering, low level, 'potential' threat
 - > Uncertain health complications at some point in the future.
 - > Uncertainties about toxicity levels and safety of surroundings.



Perception

With all of the above disaster characteristics, in all types of disasters, it is important to remember that the perceptions people hold relative to these characteristics are as significant as the actual characteristics themselves. The significance of perception, especially in dealing with continued threats, is appreciably intertwined with the psychological response to SMTDs.



Comparison of Disaster Phases in Slow Motion Technological Disasters

Phases that are similar

1. Warning/Threat: May or may not be present in any type of disaster
2. Impact: Can be short or long, mild or severe in any type of disaster
5. Inventory: Individuals and organizations focus on details of the event, what occurred, what was lost, etc.
6. Disillusionment: Individuals can feel alone and isolated as unmet needs and problems continue



Comparison of Disaster Phases in Slow Motion Technological Disasters (continued)

Phases that are different

3. Rescue/Heroic: Not really present, factions develop in efforts to define the problem and what remediation actions do or do not need to be taken
4. Remedy or honeymoon: Not really present, as people feel alone, divided, and frustrated. They are not hopeful for the future at this point as they can't envision things ever returning to "normal"
7. Recovery: Not really present, as recovery can be difficult to define in such a pervasive disaster. People often can't return to "normal" and recovery for them means learning to successfully adapt to the chronic impacts of the disaster



The Missing Disaster Phases in Slow Motion Technological Disasters

Because of the ambiguous onset and the social divisions that result, the "rescue/heroic phase," the "remedy/honeymoon phase," and the "recovery phase" do not generally occur in an SMTD.

Unfortunately, these phases are the ones that illicit mutual support, energy, and hope for the future. The lack of these phases increases the level of difficulty people have in coping with the disaster, and may lead to a variety of barriers to effective clean up efforts.



Initial Psychological Responses

After the initial information released, People are suddenly aware of the disaster and threat. The immediate emotional reactions are very obvious and dramatic.

- ❖ Disillusionment/shock/denial
- ❖ Anxiety/dread
- ❖ Blame/anger/betrayal
- ❖ Depression
- ❖ Belligerence

All of these reactions can lead to a state of chronic stress!



Long-Term Impacts of an SMTD

- ❖ Unable to return to their pre-disaster way of being
- ❖ Health, psychological, and social problems may chronic
- ❖ Often, the threat of future negative health impacts yield distressing symptoms, especially as people are still worried about continued exposure.
- ❖ In some technological disasters, distressing psychological states have remained for up to many years after the disaster was over. It may take decades for an SMTD to be completely over, clean up complete and no further health impacts.



Long-Term Psychological Responses

- ❖ Chronic anxiety
- ❖ Adaptation dilemmas
- ❖ Chronic stress



The Overlay of Multiple Psychological Processes in an SMTD

- ❖ Many processes can occur at the same time in one individual
- ❖ People can be at various points in various processes at the same time
- ❖ Individuals and smaller family groups will be on their own timelines
 - Based on their unique experiences they will progress in their own way and time
- ❖ The community does not progress together as a whole
- ❖ People may feel isolated and alone on their independent journeys
- ❖ This lack of a "therapeutic community" can be a barrier to healing



Four Primary Psychological Processes That can occur Individually or Together as Overlays in SMTDs

1. Responding to a Disaster
2. The Grief Process
3. The Change Process
4. Adapting to Chronic Illness



What are Coping Skills?

Coping skills are behaviors, emotional responses, and/or thoughts that allow a person to adapt to a distressing situation.

People can cope with a stressor in two ways:

- ◆ Make an *external* adjustment:
 - > Change the actual situation
- ◆ Make an *internal* adjustment:
 - > Adjust their own thinking, behavior, or attitude about the event



There are Two Types of Stressors

- ◆ **Primary stressors:**
 - > Directly related to the disaster
- ◆ **Secondary stressors:**
 - > Result from the impacts of the disaster or result from the primary stressors



SMTD Primary Stressors

- ◆ Information as the initial—and ongoing—stressor
- ◆ The invisible nature of the disaster
- ◆ Unpredictable consequences and impacts
- ◆ Long term nature of consequences
- ◆ Confusion and frustration from trying to understand very technical information
- ◆ Feelings of loss of control over the present and future
- ◆ Anger over loss of security and safety in the community



The Invisible Factor and Denial

- ❖ Invisible and illusive nature of an SMTD facilitates denial
- ❖ Denial maintains a sense of safety
- ❖ When denial leads to avoidance of issues, it becomes a barrier to effective coping, and can result in a higher level of risk to physical or mental health safety for self or others



The Uncertain Onset in an SMTD

- ❖ Results in a lack of galvanizing energy
- ❖ There is no "excitement" and/or sudden motivation to conquer the adversities
- ❖ May not be aware of any personal needs related to the disaster
- ❖ May not realize their struggles are disaster related
- ❖ Unaware that they are eligible for responses services



The Chronic And Pervasive Nature of an SMTD

- ❖ Can lead to a fatalistic attitude and belief that all is doomed
- ❖ More Intense if:
 - The entire community has been impacted
 - There is no "cure" or end to the negative impacts
- ❖ Can lead to a paralyzing feeling of defeat
- ❖ People may lack the ongoing energy to try to effectively deal with the problems



Focused Attention in a SMTD

- ❖ People might focus all their attention on one disaster element
- ❖ It is a healthy coping mechanism when used to break down an overwhelming situation into bite size pieces
- ❖ It can be a barrier:
 - > When over utilized (as often occurs in SMTDs)
 - > Utilized in efforts to exert some control over an SMTD element but other may distance themselves from the individual and the issue
 - > Results in increased isolation, agitation, and frustration



Over Simplification in an SMTD

- ❖ Oversimplifying is a natural response when trying to take in the confusing and uncertain information related to an SMTD
- ❖ Simplifying can be an effective way to cope initially
- ❖ It can be a barrier:
 - > If the person becomes stuck in a simplified perspective
 - > If it prevents a complete understanding of situation
 - > If it can increase frustration and anger



Maslow's Hierarchy

- ❖ A person will not be concerned about emotional issues or chronic stress issues until basic needs are met
- ❖ Basic needs include: food, clothing, shelter, and health
- ❖ This is not a barrier to coping, but a logical prioritization of needs that must be considered in remediation attempts.



Issues of Trust and Betrayal in a SMTD

- ❖ Trust and Betrayal issues emerge from human causation
- ❖ Ability to trust people, their past assumptions, and the world has been damaged
- ❖ Trusting someone "new" or "related to the Issue" is difficult
- ❖ Build extra time into psychosocial response timelines to develop rapport and trust with disaster victims



SMTD Secondary Stressors

- ❖ Media siege
- ❖ Community conflict
- ❖ Mistrust of officials and media
- ❖ Cultural pressure
- ❖ Political and legal controversies
- ❖ Multiple frustrations
- ❖ Social alienation and social stigmas
- ❖ Economic and family stresses
- ❖ Destruction of cultural traditions



The Importance of Perception

Since SMTDs lack concrete definable characteristics, the individual's *perception* is at the core of defining the situation in their mind.

Perception of the disaster and the world can be influenced by

- ❖ Community culture
- ❖ Past individual experiences with:
 - Government agencies
 - Disasters
 - Other personal life events



Decision Making

- ❖ Many decisions to be made
- ❖ Opposing community factions
- ❖ Slow level of progress
- ❖ A lot of debating involved
- ❖ Increased frustration and agitation
- ❖ Typically both parties do not walk away happy



Clean Up

Clean up is not an easy task; If it is even completely possible

Mental health implications:

- ❖ Chronic anxiety and fear that the invisible threat is still present
- ❖ Remaining risk are not acceptable, 0.00 percent risk is not statistically possible
- ❖ Frustration and feelings of betrayal about remaining danger
- ❖ A feeling of loss of control and helplessness
 - If people disagree with the official decisions being made
 - Have no power to change them.
- ❖ This can lead to anger and belligerence
- ❖ Chronic stress levels are escalated



Displacement

- ❖ Must adjust to being out of home
- ❖ Privacy issues
- ❖ Stressful disruption of daily routines of life
- ❖ Must deal with disaster related stresses
- ❖ Must make readjustment to being back in home
- ❖ The multiple adjustments associated with displacement
 - Can be taxing on a persons ability to adapt
 - Can result in chronic stress



Personal Medical Assessments

Possibly from medical screening, or a check-up from a primary care physician

- ❖ May explain previously unexplained symptoms
- ❖ May provide reassurance that they have a clean bill of health
- ❖ May escalate somatic concerns
- ❖ If latency periods are a factor, fear and chronic anxiety can result regardless of current status, I.E. "Was I or wasn't I exposed, do I or don't I have it, and what about my kids?"



Diagnosis

- ❖ The process of adapting to illness must begin physically and mentally
- ❖ Struggles with anger about having the illness
- ❖ Many other emotions are also experienced
- ❖ The psychological processes of adapting to illness
- ❖ Dealing with attempting to make lifestyle changes
- ❖ Struggles with the grief process the losses they currently, and in the future, will experience.



Justice

- ❖ Enforcing justice may or may not be possible
- ❖ The "responsible party" may or may not accept the responsibility
- ❖ If justice is not attained, it could result in:
 - > Frustration
 - > Anger
 - > A defeated state of apathy
 - > A sense of injustice
 - > Loss of faith in the world



**How Individuals Respond When
Considering Their Future after SMTD**

- ◆ They may have continuing feelings of loss of control
- ◆ They may have anxiety and fears around the future for both their current generation and their children's generation
- ◆ Anxiety may become chronic, leading to paranoid thinking
- ◆ Stress may become chronic, leading to poor coping
- ◆ Many other mental health implications as people deal with the continuing and multifaceted impacts



UNDERSTANDING PEOPLE AND SLOW MOTION TECHNOLOGICAL DISASTERS

April 5, 2005 – Libby, MT

TRAINING SESSION EVALUATION

We appreciate the opportunity to share our experience and knowledge with you today. We hope that the presentation, discussions, and handouts have been informative, interesting, and useful. Please take a few minutes to fill out the evaluation below. Your candid input will provide guidance to the presenters and to our sponsors in developing future sessions. *Use the following rating scale to indicate the degree to which you agree with or disagree with the following statements:*

4= strongly agree 3= agree 2= disagree 1= strongly disagree

	← Disagree			Agree →
	1	2	3	4
1. The training session was informative: -----	()	()	(✓)	()
2. The information was applicable to my work -----	()	(✓)	()	()
3. The training was interesting / kept my attention-----	()	(✓)	()	()
4. The presentation was logical and easy to follow:-----	()	()	(✓)	()
5. The break out session was helpful to me:-----	()	(✓)	()	()
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8. The presenters were knowledgeable:-----	()	()	(✓)	()
9. The video enhanced my understanding of the topic:-----	()	()	(✓)	()
10. There was adequate time for discussion -----	()	()	(✓)	()
11. There were adequate breaks: -----	()	(✓)	(✓)	()

What did you like *best* about this training? _____

What did you like *least* about this training? _____

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: Libby Residents

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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What did you like *best* about this training? INFORMING CIC HOW TO DEAL W/ RESIDENTS

What did you like *least* about this training? _____

Would you recommend this training for?

- ☐ Clean up workers ☒ Community Involvement Coordinators
☐ Clean up Oversight Personnel ☐ Others: _____

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11. There were adequate breaks: -----	()	()	()	(4)

What did you like *best* about this training? break out sessions.

What did you like *least* about this training? Video for me, but I think it will

help community and other members have a understand of
what people feel up since Astoria

Would you recommend this training for?

- | | |
|---|--|
| <input type="checkbox"/> Clean up workers | <input type="checkbox"/> Community Involvement Coordinators |
| <input type="checkbox"/> Clean up Oversight Personnel | <input type="checkbox"/> Others: <u>All People Involved.</u> |

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What did you like *best* about this training?

Everything!

What did you like *least* about this training?

The video is very emotional to me, I have or had interviewed many of the people in the video and heard their stories one on one.

Would you recommend this training for?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Clean up workers | <input checked="" type="checkbox"/> Community Involvement Coordinators |
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What did you like *best* about this training? The knowledge base of
the presenters

What did you like *least* about this training? _____

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11. There were adequate breaks: -----	()	()	(✓)	()

What did you like *best* about this training? the scope of information covered

What did you like *least* about this training? more time needed for discussion groups.

Would you recommend this training for?

☒ Clean up workers

☒ Clean up Oversight Personnel

☒ Community Involvement Coordinators

☒ Others: Community Leaders

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

UNDERSTANDING PEOPLE AND SLOW MOTION TECHNOLOGICAL DISASTERS

April 5, 2005 – Libby, MT

TRAINING SESSION EVALUATION

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	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. The training session was informative: -----	()	()	(✓)	()
2. The information was applicable to my work -----	()	()	(✓)	()
3. The training was interesting / kept my attention-----	()	()	()	(✓)
4. The presentation was logical and easy to follow:-----	()	()	()	(✓)
5. The break out session was helpful to me:-----	()	(✓)	()	()
6. The handouts were useful: -----	()	()	()	(✓)
7. The session was too long:-----	(✓)	()	()	()
8. The presenters were knowledgeable:-----	()	()	(✓)	()
9. The video enhanced my understanding of the topic:-----	()	()	()	(✓)
10. There was adequate time for discussion -----	()	()	()	(✓)
11. There were adequate breaks: -----	()	()	()	(✓)

What did you like *best* about this training? Very powerful video

Yellow communication sheet informative, but some may need more in depth suggestions.

What did you like *least* about this training? _____

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☒ Others: Construction Management

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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8. The presenters were knowledgeable: -----	()	()	()	(✓)
9. The video enhanced my understanding of the topic: -----	()	()	()	(✓)
10. There was adequate time for discussion -----	()	(✓)	()	()
11. There were adequate breaks: -----	()	(✓)	()	()

What did you like *best* about this training? Realizing the emotional
stress the Libby Residents have

What did you like *least* about this training? _____

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: _____

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- | | ← Disagree | | | Agree → |
|--|------------|-----|-----|---------|
| | 1 | 2 | 3 | 4 |
| 1. The training session was informative: ----- | () | () | () | (✓) |
| 2. The information was applicable to my work ----- | () | () | () | (✓) |
| 3. The training was interesting / kept my attention----- | () | () | (✓) | () |
| 4. The presentation was logical and easy to follow:----- | () | () | () | (✓) |
| 5. The break out session was helpful to me:----- | () | () | () | (✓) |
| 6. The handouts were useful: ----- | () | () | () | (✓) |
| 7. The session was too long:----- | () | () | () | (✓) |
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| 9. The video enhanced my understanding of the topic: ----- | () | () | () | (✓) |
| 10. There was adequate time for discussion ----- | () | () | () | (✓) |
| 11. There were adequate breaks: ----- | () | () | () | (✓) |

What did you like *best* about this training? When they (you) gave examples even outside of asbestos related issues

What did you like *least* about this training? need to be more energetic

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: _____

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6. The handouts were useful: -----	()	()	()	(X)
7. The session was too long:-----	()	(X)	()	()
8. The presenters were knowledgeable:-----	()	()	()	(X)
9. The video enhanced my understanding of the topic:-----	()	()	()	(X)!!!
10. There was adequate time for discussion -----	()	()	(X)	()
11. There were adequate breaks: -----	()	()	()	(X)

What did you like *best* about this training? The last 1/2 was great!

What did you like *least* about this training? The first half was a little hard to get into.

Would you recommend this training for?

☒ Clean up workers

☒ Clean up Oversight Personnel

☒ Community Involvement Coordinators

☐ Others:

All involved in the project
The video especially strikes a chord

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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7. The session was too long:-----	(X)	()	()	()
8. The presenters were knowledgeable:-----	()	()	()	(X)
9. The video enhanced my understanding of the topic:-----	()	()	()	(X)
10. There was adequate time for discussion -----	()	()	(X)	()
11. There were adequate breaks: -----	()	()	(X)	()

What did you like *best* about this training? the communication skills (goldenrod)
handout

What did you like *least* about this training? the movie - necessary but
really brought home the "people" perspective
of the project

Would you recommend this training for?

- ☒ Clean up workers ☒ Community Involvement Coordinators
☒ Clean up Oversight Personnel ☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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10. There was adequate time for discussion -----	()	(✓)	()	()
11. There were adequate breaks: -----	()	()	()	(✓)

What did you like *best* about this training? GROUP SESSIONS, DESCRIPTION OF "MEDICAL SIDE OF" THE LIBBY ASBESTOS PROJECT. LIKE THAT NO "OUTSIDE" RESIDENTS TAG WERE PRESENT. ALLOWED US TO BE MORE HONEST

What did you like *least* about this training? NOT ENOUGH TIME, WOULD LIKE TO HAVE ADDITIONAL TRAINING - 6 MONTHS? ~~NEED~~ ADD MORE DISCUSSION TIME

Would you recommend this training for?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Clean up workers | <input checked="" type="checkbox"/> Community Involvement Coordinators |
| <input checked="" type="checkbox"/> Clean up Oversight Personnel | <input checked="" type="checkbox"/> Others: <u>OFFSITE SUPPORT (e.g. COM DESIGNERS IN DENVER).</u> |

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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8. The presenters were knowledgeable: -----	()	()	()	(✓)
9. The video enhanced my understanding of the topic: -----	()	()	(✓)	()
10. There was adequate time for discussion -----	(✓)	()	()	()
11. There were adequate breaks: -----	()	()	()	(✓)

What did you like *best* about this training? "communication tips" sheet - discussion on real situations

What did you like *least* about this training? more time in group discussion (w/ 15 min. more)

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☒ Others: mgmt of all agencies/contractors

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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9. The video enhanced my understanding of the topic:-----	()	(X)	()	()
10. There was adequate time for discussion -----	()	(X)	()	()
11. There were adequate breaks: -----	()	(X)	()	()

What did you like *best* about this training? The breakout groups

What did you like *least* about this training? The length

Would you recommend this training for?

☐ Clean up workers

☒ Community Involvement Coordinators

☐ Clean up Oversight Personnel

☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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7. The session was too long:-----	()	()	()	(✓)
8. The presenters were knowledgeable:-----	()	()	()	(✓)
9. The video enhanced my understanding of the topic:-----	(✓)	()	()	()
10. There was adequate time for discussion -----	()	()	(✓)	()
11. There were adequate breaks: -----	(✓)	()	()	()

What did you like *best* about this training? Discussion on Communication Skills

What did you like *least* about this training? Video, Notes, & Breakout

Would you recommend this training for?

☐ Clean up workers

☒ Community Involvement Coordinators

☐ Clean up Oversight Personnel

☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

*This should be an informative training of approx 1 hr only.
Good ideas but need shortened*

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8. The presenters were knowledgeable:-----	()	()	()	(X)
9. The video enhanced my understanding of the topic:-----	()	()	()	(X)
10. There was adequate time for discussion -----	()	(X)	()	()
11. There were adequate breaks: -----	()	()	()	(X)

What did you like *best* about this training? Informative, open to discussion

What did you like *least* about this training? Difficulty reading video captions

Would you recommend this training for?

☐ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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9. The video enhanced my understanding of the topic:-----	()	()	()	(X)
10. There was adequate time for discussion -----	()	()	(X)	()
11. There were adequate breaks: -----	()	()	()	(X)

What did you like *best* about this training? Informative - gave a time for
training during our busy work schedule

What did you like *least* about this training? physical - there was a ringing noise
in the room.

Would you recommend this training for?

☐ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☒ Others: inspectors

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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10. There was adequate time for discussion -----	()	()	()	()
11. There were adequate breaks: -----	()	()	()	()

What did you like *best* about this training? _____

What did you like *least* about this training? _____

I thought Ms. Seddler has a negative opinion about the project and that readily came across.

Would you recommend this training for?

☐ Clean up workers

☐ Community Involvement Coordinators

☐ Clean up Oversight Personnel

☒ Others: *Community*

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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9. The video enhanced my understanding of the topic:-----	()	()	()	(X)
10. There was adequate time for discussion -----	()	()	()	()
11. There were adequate breaks: -----	(X)	()	()	(X)

What did you like *best* about this training? video, info. about social work clients

What did you like *least* about this training? insert one more break

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: all project lead

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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10. There was adequate time for discussion -----	()	()	(X)	()
11. There were adequate breaks: -----	()	()	()	(X)

What did you like *best* about this training? A lot of helpful +
appropriate information

What did you like *least* about this training? The video was good but the
written text was hard to read in the big room.

Would you recommend this training for?

- ☐ Clean up workers ☒ Community Involvement Coordinators
- ☐ Clean up Oversight Personnel ☒ Others: CSS, PD, any pre-inspectors
that visit prior to clean up

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

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	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. The training session was informative: -----	()	()	()	(✓)
2. The information was applicable to my work -----	()	()	(✓)	()
3. The training was interesting / kept my attention -----	()	()	()	(✓)
4. The presentation was logical and easy to follow: -----	()	()	(✓)	()
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6. The handouts were useful: -----	()	()	()	(✓)
7. The session was too long: -----	()	(✓)	()	()
8. The presenters were knowledgeable: -----	()	()	()	(✓)
9. The video enhanced my understanding of the topic: -----	()	()	()	(✓)
10. There was adequate time for discussion -----	()	()	(✓)	()
11. There were adequate breaks: -----	(✓)	()	()	()

What did you like *best* about this training? Communication Skills Handout

What did you like *least* about this training? _____

Would you recommend this training for?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Clean up workers | <input checked="" type="checkbox"/> Community Involvement Coordinators |
| <input type="checkbox"/> Clean up Oversight Personnel | <input checked="" type="checkbox"/> Others: <u>Community Members</u> |

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

UNDERSTANDING PEOPLE AND SLOW MOTION TECHNOLOGICAL DISASTERS

April 5, 2005 – Libby, MT

TRAINING SESSION EVALUATION

We appreciate the opportunity to share our experience and knowledge with you today. We hope that the presentation, discussions, and handouts have been informative, interesting, and useful. Please take a few minutes to fill out the evaluation below. Your candid input will provide guidance to the presenters and to our sponsors in developing future sessions. *Use the following rating scale to indicate the degree to which you agree with or disagree with the following statements:*

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11. There were adequate breaks: -----	()	()	(X)	()

What did you like *best* about this training? Brought all of together to discuss site issues.

What did you like *least* about this training? Add another break out session

Would you recommend this training for?

- ☒ Clean up workers: *(short version would be good)* ☐ Community Involvement Coordinators
☐ Clean up Oversight Personnel ☐ Others: _____

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What did you like *best* about this training? _____

What did you like *least* about this training? _____

Would you recommend this training for?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Clean up workers | <input checked="" type="checkbox"/> Community Involvement Coordinators |
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What did you like *best* about this training? the film, that was a first time
for myself to actually hear from the community, other than
what we are doing now may be a joke. I should attend TAG meeting

What did you like *least* about this training? _____

Would you recommend this training for?

- | | |
|--|---|
| <input type="checkbox"/> Clean up workers | <input type="checkbox"/> Community Involvement Coordinators |
| <input checked="" type="checkbox"/> Clean up Oversight Personnel | <input type="checkbox"/> Others: _____ |

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11. There were adequate breaks: -----	()	(X)	()	()

What did you like *best* about this training? The break out session. It is always helpful to get thoughts & opinions from other parties.

What did you like *least* about this training? The timing. It is difficult to take so much time off work. But on the same token it was very helpful & definitely needed.

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☒ Others: Construction Management

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

Wonderful job! Thanks ladies! ☺

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What did you like *best* about this training? it reminded me of the emotional factors involved in the process.

What did you like *least* about this training? It directly cost the contractor to delay the progression of work for this timeframe.

Would you recommend this training for?

- ☐ Clean up workers ☒ Community Involvement Coordinators
☒ Clean up Oversight Personnel ☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments:

Thankyou for your presentation and preparation

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What did you like *best* about this training? presenters are very qualified, having so much 1st hand knowledge and experience w/ how people cope
Thanks.

What did you like *least* about this training? would have liked more participation from the attendees. Needed a little more time for breakouts (10 min.

Would you recommend this training for?

☒ Clean up workers

☒ Community Involvement Coordinators

☒ Clean up Oversight Personnel

☐ Others: _____

Thanks for your participation! Feel free to use the space below or the reverse side for any additional comments: